

Supporting Escalations on the Bus

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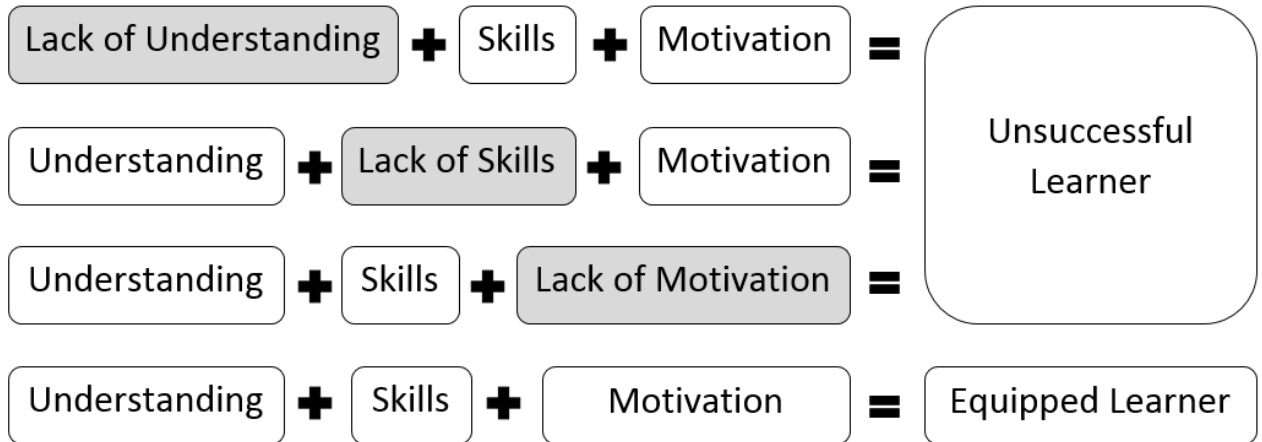
**The more well behaved your students are,
the easier your job is. The more
behaviorally challenged your students are,
the more important your job is.**



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When Expressing Student Behavioral Expectations

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The Art of Behavior Change

- ▶ “If a child has been prepared by learning an appropriate way to get what she wants but chooses an inappropriate behavior, then I am firm and possibly impose a consequence. If a child does not know how to handle a situation and is becoming upset, I usually choose to be accommodating.” -Jed Baker
- ▶ Can not vs. Will not



She actually said, "he doesn't LIKE reinforcement".



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“Joy is a net of love in which you catch souls”

-Mother Theresa

Four Functions of Behavior

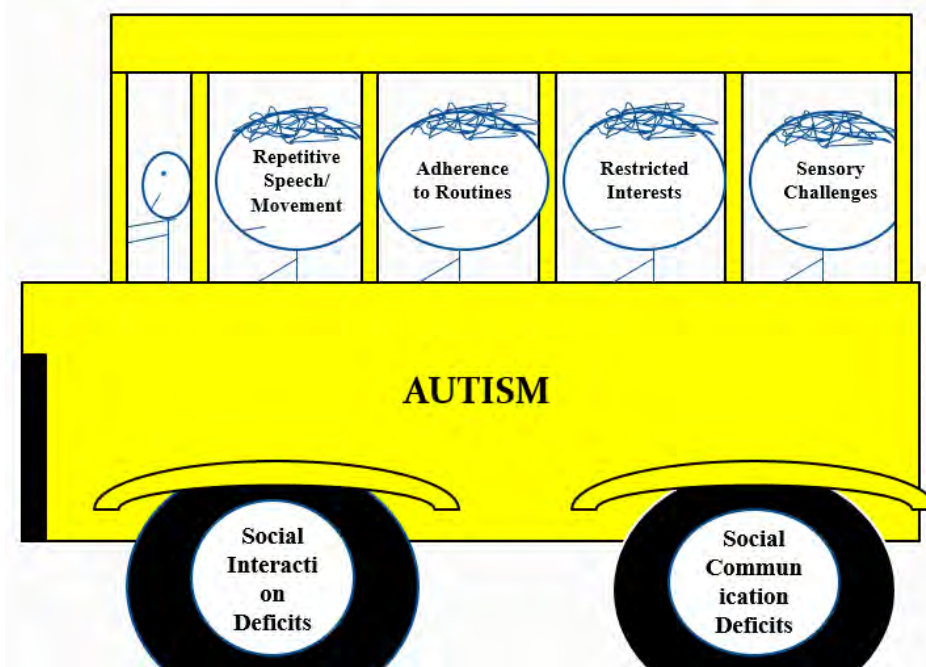
- ▶ Attention – Getting attention (desired or undesired) from a specific person
- ▶ Escape/Avoidance – Trying to get out of a particular situation or expectation
- ▶ Tangible – Trying to obtain a tangible object (ice cream, book, toy, etc.). Note: If the desired objects were easy to obtain, the behavior would not take place
- ▶ Automatic – The action of taking part in the behavior is reinforcing itself

Function

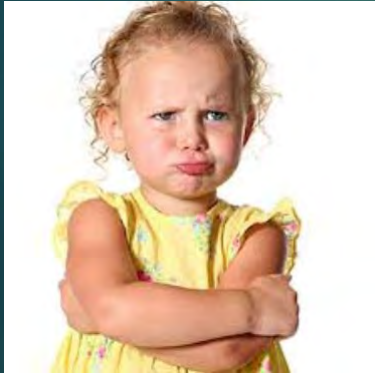
- ▶ Escape
- ▶ Attention
- ▶ Tangible
- ▶ Automatic



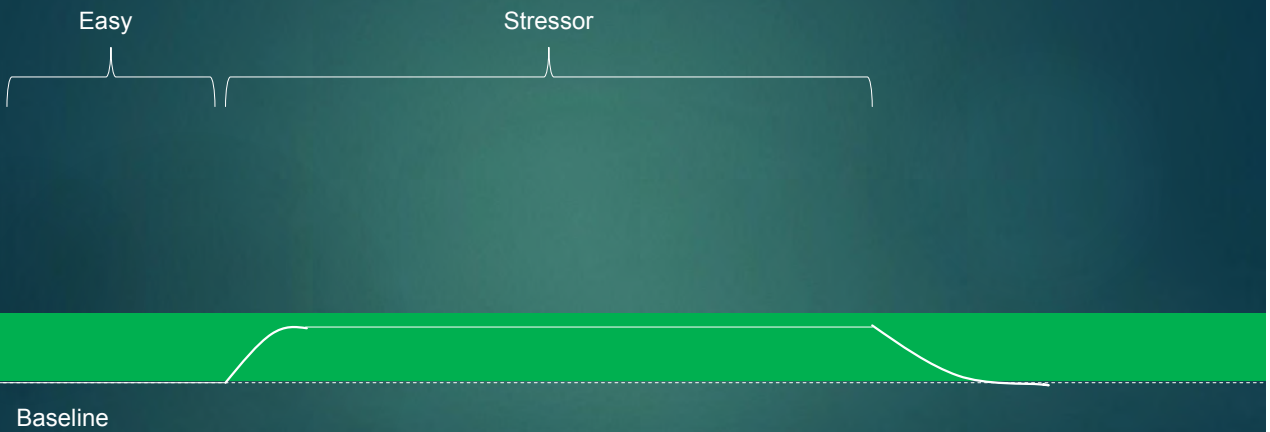
“It appears the individual engages in _____ to achieve _____.”



Tantrum vs. Escalation



The Escalation Cycle

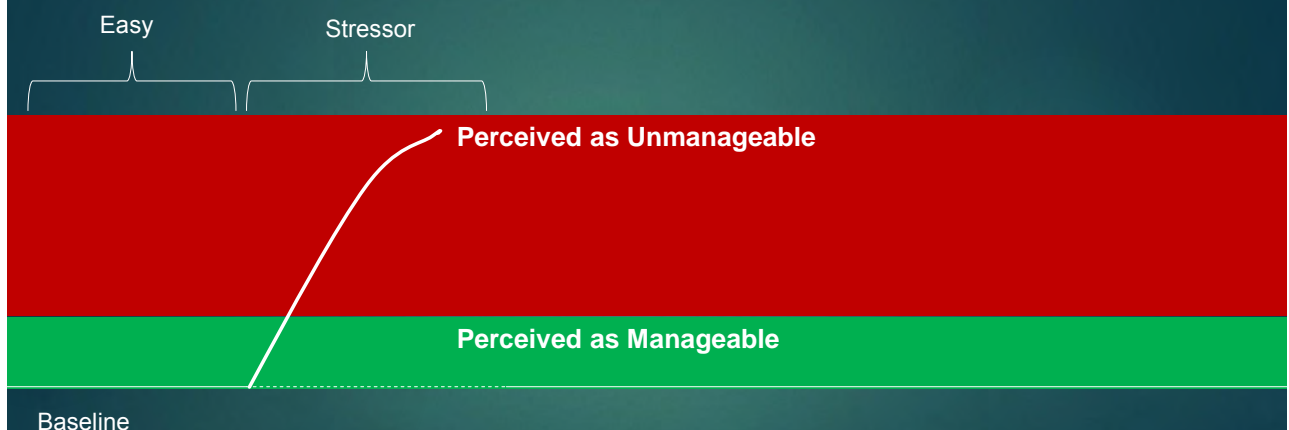


Stress is not all bad

- ▶ Stress Causes us to raise our game everyday



The Escalation Cycle

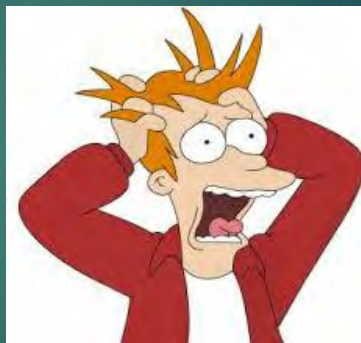


At the Height of the Escalation We Might See

- ▶ Kicking
- ▶ Screaming
- ▶ Throwing
- ▶ Biting
- ▶ Disrobing
- ▶ Climbing
- ▶ Cursing



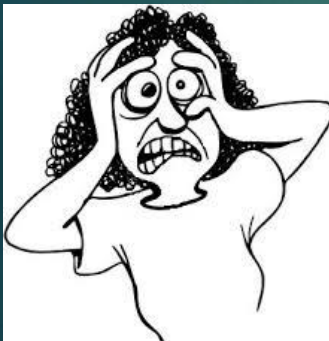
At the Height of the Escalation We Might See



Escalations

- ▶ Escalations are brought about as the result of what is perceived to be the result of unmanageable stress.
- ▶ When the triggers are experienced, the student may go into flight, fight, or freeze. Ultimately they fight or flight.
- ▶ In doing so, the student is trying to escape the sensations of personal events occurring within themselves that are impacted by external events/stimuli.
- ▶ In experiencing an escalation, more triggers can occur as a result of being escalated, causing for a sustained further sustained escalation.

Behavior change of educators will bring about behavior change of students when done correctly.



Tip #1: Ensure Needs are Being Met

- ▶ Do they know what to expect?
- ▶ Are they uncomfortable?
- ▶ Are they escalated when they got on the bus?
- ▶ Is it too loud?
- ▶ Is the bus ride too long?
- ▶ Do need something to do?
- ▶ Do they know how to ask for help?



Tip #2: Tend to the Triggers

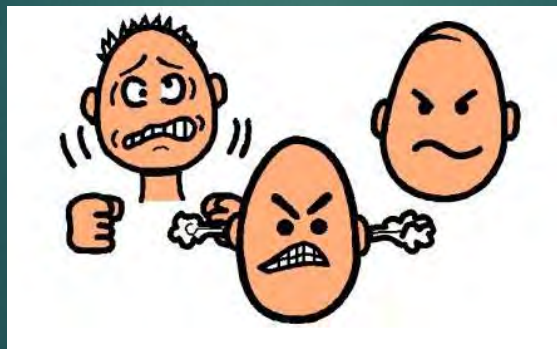


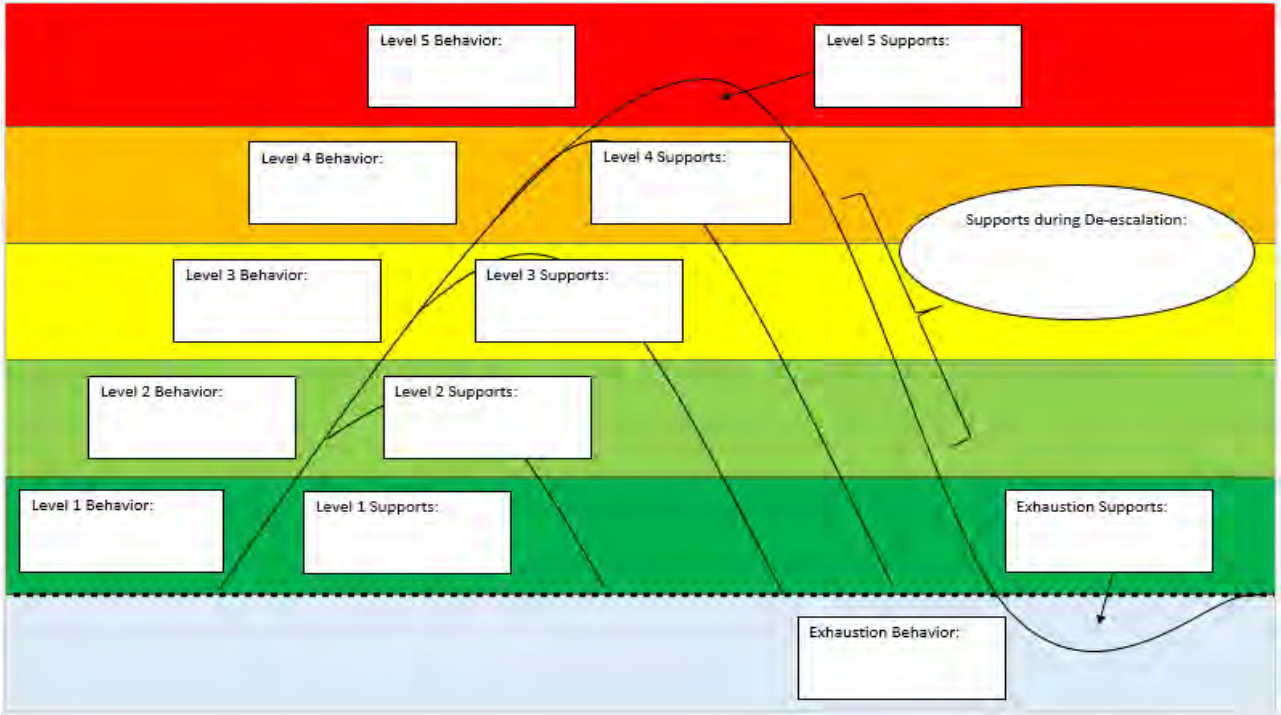
Possible Triggers

- ▶ Noise
- ▶ Unfamiliar adults
- ▶ Smells
- ▶ Being last
- ▶ Change in Routine/expectations
- ▶ Argument with peer
- ▶ Too much down time



Tip #3: Know the Cycle and Know the Interventions





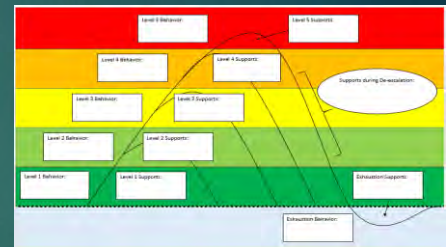
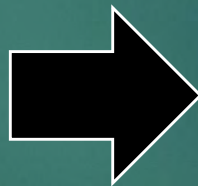
Staying in the Green

Baseline

Evidence Based Enhancements

- ▶ Motivationally based alternatives (Functional Communication Training)
- ▶ Reinforcement of Incompatible Behavior
- ▶ Generating Compliance of High Probability Behaviors
- ▶ Reinforcement of “Progress” during a hold procedure

Tool Box Time



Consider the importance of what you
are asking them to do



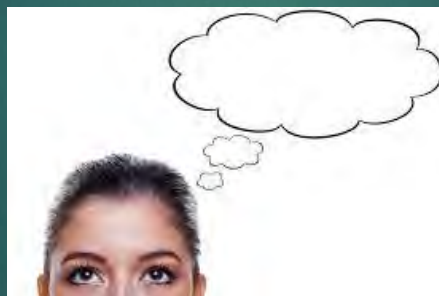
Offer Time



Reminder of the Schedule



Reminder of Social Implications



Assist in Problem Solving



Be a Cheerleader



Big Problem vs. Small Problem



Offer Choices



Triggers to Avoid

- ▶ “Calm Down”
- ▶ Arguing or Power Struggle
- ▶ Minimizing the stressor
- ▶ Over reacting
- ▶ Looking or acting annoyed



Consider Moving on to Something Predictable

- ▶ Music
- ▶ Counting
- ▶ Finger Squeezes
- ▶ A is for _____
- ▶ I Spy



When Reaching the Red

Baseline

Pull the Bus Over

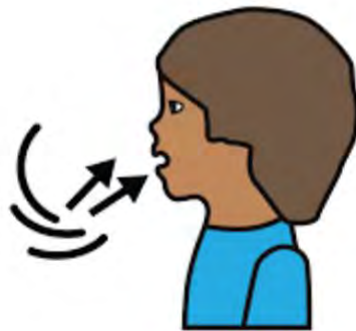


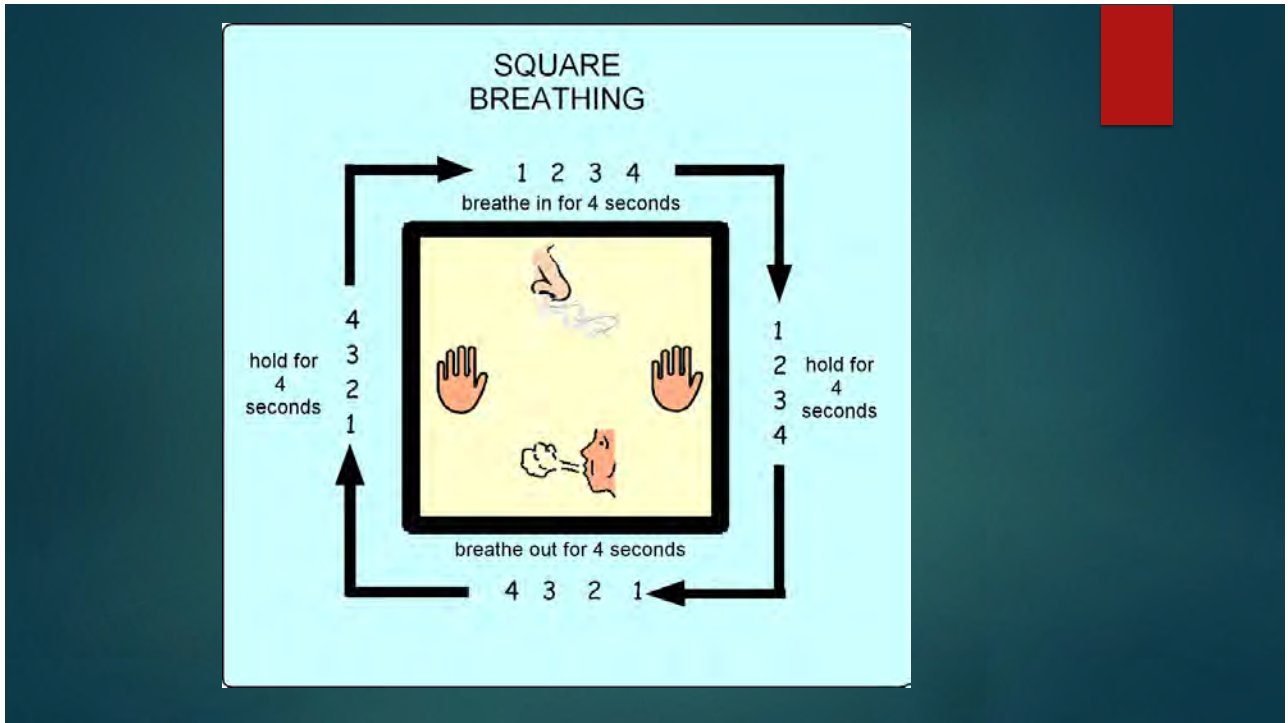
Adjust your Communication



Deep Breathing

Take deep breath





Address Sensory Need

- ▶ Drink of Water
- ▶ Snack
- ▶ Stress Ball
- ▶ Fan
- ▶ Push in Seat in front
- ▶ Seat Pushes



Seek Out Replacement Behavior



Do It With Them

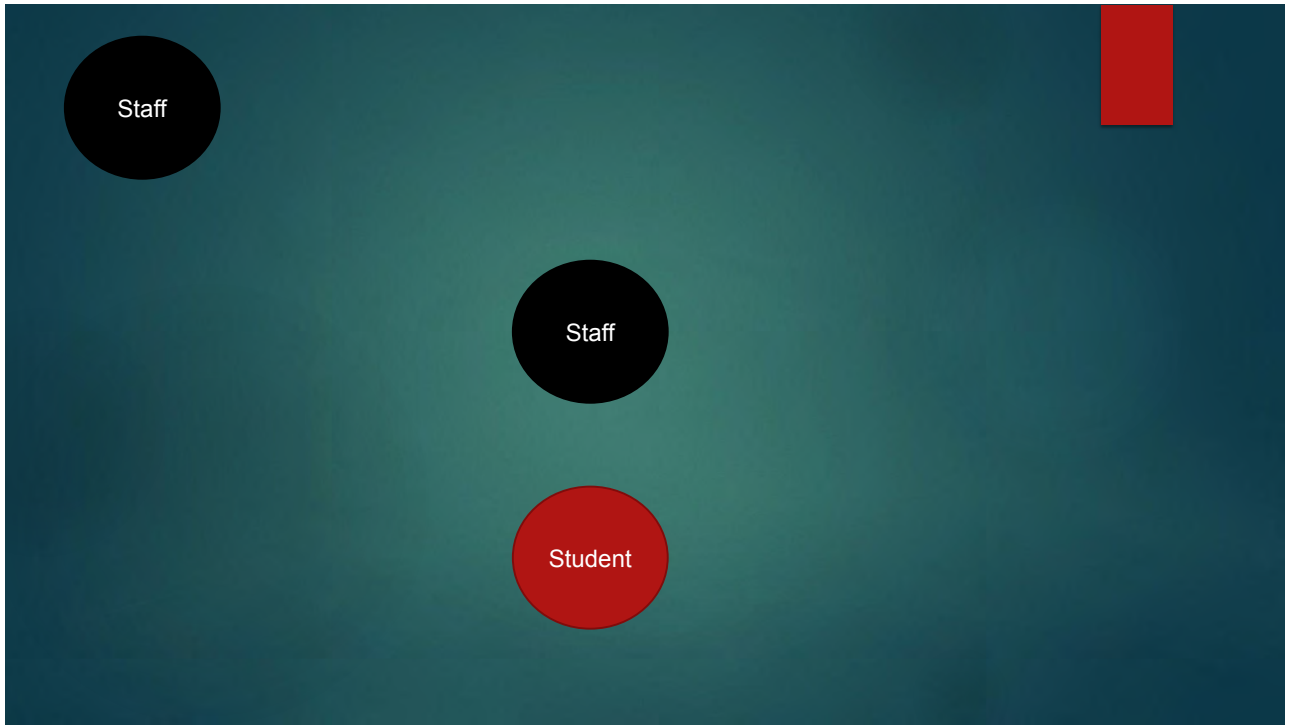


Practice and Reinforce Using These



Tip #4 Adults Must Control Themselves

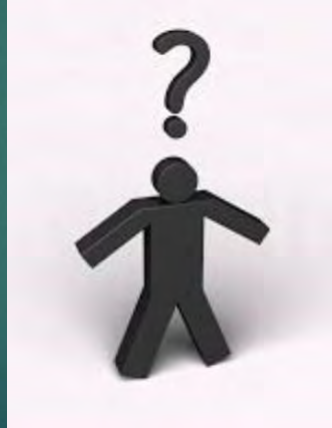




The Lead Needs...to be singular

A photograph of a hand with the index finger pointing upwards, set against a white background. The hand is wearing a dark sleeve. This image is positioned below the text "The Lead Needs...to be singular". A small red rectangular block is located in the top-right corner of the slide.

The Lead Needs...to feel equipped to support de-escalation with the student



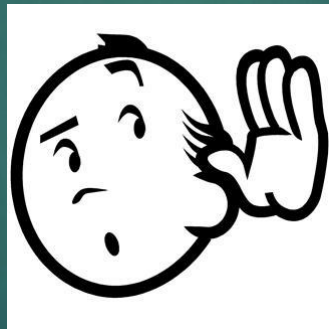
The Lead Needs...to have a relationship with the child



The Lead Needs...to reach out to the student at their level emotionally and physically



The Lead Needs...to be constantly listening to words and behavior of the student



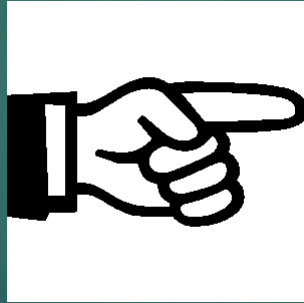
The Lead Needs...to watch their body language and tone



The Lead Needs...to maintain dignity and safety



The Lead Needs...to direct others as to how they can support



The Lead Needs...be humble enough to swap out.



Exhaustion Phase

- ▶ Allow for Time and Space
- ▶ The individual may be quiet, tired, and could even start sleeping
- ▶ Do not engage them until they are ready



Tip #5



Thank You!!!!

Look me up on Facebook!!

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